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ABSTRACT

Intended to help reading teachers develop and demonstrate mastery of diagnostic or remediation skills prior to or with application in a real classroom, this handbook provides simulated materials for use within a course or staff development program to supplement lectures, discussions, readings, demonstrations, and films. Following an introduction, the six sections of the handbook contain the following: (1) a description of the components of the kit, (2) a discussion of the whole language reading theory and its application, (3) procedures for using the materials described, (4) procedures for rereading miscue inventory, (5) diagnostic procedures, and (6) instructional procedures. (HTH)

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Handbook
for
A Self-Programmed Reading
Diagnostic/Remediation Approach
by
Gordon S. Anderson

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A Self-Programmed Diagnostic/Remediation
Kit for Classroom and Reading Teachers
A Whole Language Approach

1. Introduction

One way for teachers to develop skills to diagnose and remediate reading problems is to use simulated materials. Simulated materials can be used within a course or staff development program to supplement lectures, discussion, readings, demonstrations and films.

Self-programmed materials provide a simulated teaching situation in a controlled setting similar to real reading problems teachers encounter in the classroom. Programmed materials can provide a bridge between knowledge of research and theory and its practical application. The materials and activities provide an opportunity to develop and demonstrate mastery of diagnostic/remediation skills prior to or with application in a real classroom.

The specific objectives of the materials include:

1. The teacher will demonstrate diagnostic skills.

2. The teacher will demonstrate remediation skills.

3. The teacher will demonstrate planning and organizational skills in a classroom situation.

4. The teacher will demonstrate ability to relate theory and research to application.

2. Components of the Kit

Diagnostic Information:

The Kit includes four types of materials. The first type is Diagnostic Information. There is diagnostic information about each student in the simulated second grade classroom. The information about each student includes the following materials: 1) Reading Interview which provides information about the child's concept or beliefs about the reading process; 2) Interest Inventory: 3) Attitude Inventory; 4) Getting To Know You; 5) Miscue Analysis of the

student's reading behavior; 6) an audio tape of the student's oral reading performance and retelling.

Self-Practice Materials:

The second type of materials includes Self-Practice Materials. These materials provide an opportunity to practice using miscue analysis. The materials included in this section are: 1) A Story Transcript and Retelling Transcript to use with the audio tape of the story read by a student to practice marking miscues made by the student; 2) a Retelling Outline to score the retelling of the story by the student from the audio tape; 3) a blank Coding Form to transfer miscues from the Story Transcript to Coding Form for miscue analysis; 4) a blank Profile Form to complete to interpret the student's reading performance; 5) a blank Reading Summary Sheet to identify the reader's strengths, weaknesses, and to plan instructional activities and materials related to diagnosis. An audio tape of the student's oral reading is provided to practice marking miscues and scoring the retelling of the student from the tape . There are blank Reading Strategy Lessons and Whole Language Lessons for you to complete related to your diagnosis. These can be compared with the answer keys for strategy lesson and whole language lessons to self-check your remediation.

Instructional Information:

The third type of material is Instructional Information. For each student there is a self-checking Reading Summary Sheet. The Reading Summary Sheet identifies the diagnostic information about the student. The completed Reading Summary Sheet can be compared with your completed Reading Summary Sheet to determine your effectiveness in identifying the student's strengths and weaknesses and suggested instructional activities and materials. Next, there are completed Reading Strategy Lessons and Whole Language Lessons to use to self-check and compare with your planned Reading Strategy Lessons and Whole Language Lessons for a particular student or group of students.

Classroom Organization

The next type of materials includes classroom organizational designs and descriptions. You may use this information to obtain ideas to organize the time, space, materials and activities for the simulated second grade classroom.

This handbook emphasizes how to use the kit and provides background information about whole language theory and application; how to diagnose reading problems and how to remediate problems. Also, included is how to organize the classroom for instruction related to diagnosis.

3. Whole Language Reading Theory and Application

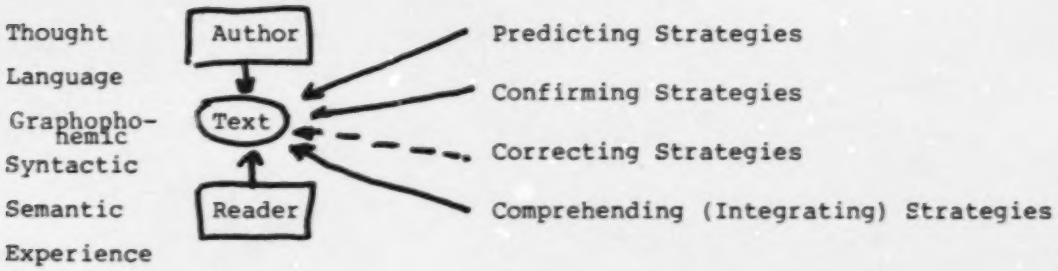
There is now a scientific basis for teachers to diagnose and plan reading instruction. There is currently a growing body of knowledge about the language learning process. The interdisciplinary areas of psycholinguistcs and sociolinguistics have developed a theoretical research base with dramatic implications for developing literacy. This knowledge base needs to be transmitted to teachers and translated into practical application.

Whole Language Theory:

Psycholinguistic research about the reading process by Kenneth Goodman (1967,1970, 1972, 1973) has established fundamental insights. Reading is a language process involving interaction of the reader,author, text, and situation. The readers needs a whole meaningful text to construct the author's meaning. The reader has thoughts, language and experience to bring to the construction of the author's message. The author also has thoughts, language and experiences to encode the message. Reading is not an exact possess since usually the reader and author process different language, thoughts and experiences. Every reader has a syntactic and semantic knowledge and use of language as well as graphophonemic information. Moreover, the reader has strategies to bring

to the reading task. Predicting, confirming, correcting and comprehending or integrating strategies are available to the reader to integrate with graphophonemic, syntactic, and semantic cues.

Goodman's psycholinguistic model of the reading process is presented graphically below:



Briefly, the readers scans the print selecting graphic cues guided by constraints set up by prior choices, knowledge of language, cognitive styles and strategies the reader has already known. The reader forms perceptual images of what he/she sees and expects to see. The reader searches his/her memory for related syntax, semantic and phonological cues. The reader makes a guess or tentative choice. If no guess is possible, the reader checks recalled perceptual input and tries again. If the reader can make a choice, it is then tested for semantic and grammatical acceptability. In other words, does it make sense and does it sound like language. If no choice is acceptable, the reader regresses to scanning the page to note the inconsistency. The reader starts over. If no inconsistency can be found, the reader goes on seeking more cues. If the choice is acceptable, i.e., sounds like language and makes sense, the meaning is assimilated and expectations are now formed about the input and meaning of the print still ahead of the reader. Then the cycle continues.

Whole Language Application:

Insight into the reading process and a student's reading can come from miscues. By comparing observed oral responses we can see how the reader uses available linguistic information and strategies. Research indicates all

readers make miscues. Miscues occur because the reader is not simply responding with accurate word identification but is processing the message of the writer. Miscues illustrate the selective, tentative, anticipating process of reading quite unlike the process of precise sequential identification commonly assumed. Insistence on more precise identification of each word might cause a reader to stop seeking grammatical and syntactic information and use only graphic cues. Teachers must learn to describe overt reading behavior in terms of:

1. Why did the reader miscue?
2. What categories or patterns do miscues make?
3. Does the miscues change the meaning of the passage?

Miscue analysis gives greater insight into a child's reading. It can show strengths as well as weaknesses. It will give the teacher knowledge to help the reader use the reading process with greater awareness.

Procedures to use for miscue analysis are described in another section in this manual. In addition, for a more detailed description of miscue analysis procedures, you should read:

Goodman,Yetta and Burke, Carolyn. Reading Miscue Analysis: Manual of Directions and Procedures. MacMillan,1972.

Reading Strategy Lessons:

Teachers should help readers to make use of their miscues to provide reading strategy lessons. Reading strategy lessons are planned to highlight a specific language cue strategy in a whole language context. From miscue analysis the teacher plans a lesson which uses the reader's strength to improve weakness. Reading strategy lessons provide the support some readers need to improve their reading comprehension. Examples of completed reading strategy lessons are given for each student in the simulated classroom. Guidelines and examples of reading strategy lessons are described in a later section of this handbook.

Teachers need to collect other information about each student to use to plan strategy lessons and other whole language activities. Information about students' interests, attitudes, concept of what reading is, background experience guide the teacher in selecting materials and planning activities for lessons. Miscue analysis of a student's reading performance, knowledge of interests and experiences will help the teacher to plan for individual, group, and whole class instruction.

Whole Language Lessons:

Whole Language Lessons extend and expand reading using all types of print materials. Frequently, whole language lessons are literature based , although other print material may be used, e.g., newspapers, magazines, menus, recipes, etc. Moreover, whole language lessons integrate reading, writing, listening and speaking. For each child in the simulated classroom, there are completed whole language lessons to use for self-checking. Examples of whole language lessons are also provided in the manual in the section : Instructional Procedures.

Whole language lessons are comprehension-centered and provide readers practice in reading without an isolated focus on specific skills or strategies. The language cues and strategies are naturally integrated within the activities designed as whole language lessons. The activities usually include one or more approaches, such as:the teacher reading aloud literature to students, using books and tapes of literature, the language experience approach, self-selected and sustained silent reading, writing activities, and many other activities that engage students in real language learning activities.

Classroom Organization:

The whole language classroom organization integrates the four language processes,e.g., speaking, writing, listening, and reading. Content and language are coordinated as much as possible. There are a variety of reading and writing materials available for teacher planning and student activities. The organizational

structure is child-centered, language- centered and literature based.

Language learning activities, materials and grouping practices are fluid and flexible within the overall framework and structure. The structure of the classroom is organized and operated on the basis of teacher and student perceived needs, interests, characteristics and experiences. The grouping patterns and learning activities are dictated by how the teacher diagnoses each student not dictated by a set of sequence materials and grouping practices imposed upon the teacher and students.

Grouping Practices:

The teacher should organize groups according to the needs of the students. Grouping may be whole class, small groups, and individual. The information available to the teachers provides the basis for continuous grouping and regrouping. For the simulated second grade classroom, you need to use the information about each student provided in the individual pupil folders, as well as the reading performance assessed by miscue analysis . This information will enable you to group the students for interests, strategy lessons, research projects, and learning center activities.

Components of Classroom Organization:

The components of the classroom organization to consider include: scheduling time, use of space (design of the classroom), types of materials available and selected and activities, strategy lessons and whole language lessons.

The scheduling of time should consider either a large block of time or or shorter separate periods for various groups and activities. If a block of time,e.g., 3 hours, 9:00-12:00, is available, activities for group and individuals may be allocated a definite period of time within the block. If there are separate periods for reading, writing, spelling, and English activities, then groups and individual students need to be scheduled within these periods.

The use of space should be considered related to the student's diagnosed needs ,e.g.,interests, reading behavior, experiences, etc. Space in the

classroom needs to be designated for certain activities related to the time scheduled, types of materials and planned activities. Use of classroom space needs to consider individual, small group and whole class activities. Also, whether activities are teacher directed or student-directed is an important consideration.

The learning activities and materials planned will include reading strategy lessons,e.g., strategy groups focused on common reading strategy needs diagnosed from miscue analysis and whole language lessons appropriate for individual and group activities. The types of materials and activities to select from include: listening to stories read by the teacher, student silent reading, writing activities language experience stories, discussion of stories,e.g., Directed-Reading-Thinking-Activities, learning center activities, assisted reading with books and tapes (read along), dramatization(puppets, scripts, plays), using wordless books and predictable books and stories, schema stories and functional reading materials, such as, menus, catalogues, manuals for "how-to-do-it", magazines, newspapers, songs,art, maps, and many others.

4. How To Use The Materials

Diagnostic Information (Data):

This is a simulated second grade classroom which includes information about boys and girls. For each student in the classroom there is diagnostic information to help you to know something about each student. This information should be helpful in planning a reading program to organize instruction for individual students, small groups and the whole class.

The diagnostic information for each student is contained in each folder and includes the following data: 1) reading interests; 2) attitude towards reading and self; 3) concept about the reading process; 4) background experiences; and 5) a sample of the students' oral reading performance.

The sample of oral reading performance includes the following data: a written transcript of the story the child has read; the written transcripc of the child's retelling of the story; the retelling outline and an audio tape of the students' reading of the story.

The information can be examined to diagnose an individual students' reading strengths, weaknesses, interests, attitudes, experiences and used to plan remediation for an individual, small group and/or the whole class.

The information may be used by one person or several persons to diagnose several students and plan instruction appropriate for a small group based upon some common criteria. For example, students could be grouped for instruction several ways, such as: interests, research, achievement level, and strategy (skills) groups.

Similarly, several persons could use all the diagnostic information about each child as a whole second grade classroom and organize the students for instruction in one or more grouping patterns.

There is an unmarked copy of the story transcript read by each student which can be used to practice listening to a reader read a story orally and mark the miscues made by the reader. Also, an unmarked Retelling Outline related to the story typescript is available to practice marking the oral retelling. An audio tape of the student's oral reading and retelling is included for each student in the second grade classroom. In addition a blank Coding Sheet, Profile Sheet, and Reading Summary Sheet is included to complete. There are blank reading strategy lessons and whole language lesson forms available.

There are corrected copies of the story transcript, Retelling Outline, Coding Sheet, Profile Sheet and Reading Sunnary Sheet to self-check your work. These are found in each student's individual folder.

You will need to read the brief miscue procedure in this manual and other materials to understand the marking system to mark the miscues, scoring the retelling, how to code miscues on the coding sheet, completing the Profile

Form and analyzing the reader's behavior.

It is recommended that you read the following materials:

Goodman, Yetta and Burke, Carolyn. Reading Miscue Analysis: Manual of Directions and Procedures. Mac Millan: 1972.

Instructional Information:

After you have examined the diagnostic information for a student you should summarize the student's reading performance. You may also have practiced marking miscues, scoring the retelling, coding miscues and completing the reader's Profile Sheet. These can be compared with corrected copies in the kit.

The next step is to write your interpretation (diagnosis) for the student on the Reading Summary Sheet. There are three parts to complete. First, an overall assessment of the reader's strengths and weaknesses. Second, recommend instruction for the student. Third, suggest procedures and materials you would use with the students. There is a completed Reading Summary Sheet for you to compare your summary with the self-checking summary sheet.

Planning Reading Strategy Lessons:

The next step is to plan examples of specific reading strategy lessons related to your diagnosis of the student's reading behavior and other information, i.e., interests, attitudes, experiences, concept of reading, etc. Blank strategy lesson forms are found in the Self-Practice Materials. A reading strategy lesson format and examples of strategy lessons are given in another section of the manual for this kit. Also, you should read the following materials for examples of reading strategy lessons:

Goodman, Yetta and Burke, Carolyn. Reading Strategies: Focus on Comprehension. Holt,Rinehart, Winston, 1980.

Crafton,L.K., Hill,M.W., House,A.L., and Kucers,S.B.,et.al. From Theoretical Abstractions to Classroom Applications. Indiana University, 1980.

After you have planned two strategy lessons you may use the completed reading strategy lesson as an answer key for this student to compare your lessons to self-check your instructional planning.

Planning Whole Language Lessons:

In addition , you should plan at least two whole language lessons using the lesson plan format for reading strategy lessons. Whole language lessons are similar yet different from reading strategy lessons. Whole language lessons generally integrate the language processes,i.e., speaking,listening, reading, and writing and do not focus specifically on language cues (skills) and strategies. Whole language lessons are comprehension-centered (as are strategy lessons), but they are more literature-based. Examples of whole language lessons are given in another section of this manual. Also, consult Goodman and Burke's, Strategy in Reading: Focus on Comprehension and Crafton, et.al., Language Instruction from Theoretical Abstraction to Classroom Application .

When you have completed writing at least two whole language lessons for a student or a group of students you may self-check your lesson planning with the whole language lessons already planned for this student or group of students. Blank whole language lessons are available to complete in the Self-Practice Materials. Your whole language lesson should use diagnostic information you have already summarized on the Reading Summary Sheet from interests, attitudes, background experiences, and concepts about the reading process.

If you and several persons are diagnosing a group of students or the whole class, you may want to group the students for instruction on the basis of one criteria. For example, group students related to common interests (interest groups); common topic (research groups); or common strategy needs (skills).

Organizing the Classroom:

If several persons are diagnosing and planning strategy lessons and whole language lessons the entire second grade class of students may be organized for instruction. Using the diagnostic information for each student

in the class and based on your instructional planning,i.e., strategy lessons and whole language lessons the group can plan how to organize the group of children on a daily/weekly basis.

Individually and/or as a group, draw a design of the floor plan including how you would use the time, space, materials, activities, and grouping patterns. There are suggested classroom designs and descriptions of various ways to organize the classroom. These descriptions may help you to develop your own organizational plan for this group of students.

Procedure for Individual Use of This Kit:

Select at least one student from the kit and read the diagnostic information about the child's characteristics. Practice marking the miscues on the story read by the student from the audio tape and score the retelling. Compare the corrected story typescript and retelling with your copy. Write a summary of the student's characteristics and reading performance. Compare with the completed Reading Summary Sheet. Next, plan two reading strategy lessons and two whole language lessons based on your diagnosis. Compare your lesson with the completed lesson to self-check your planning. Continue with other students in the classroom if necessary.

Procedures for Group Use of the Kit:

In a group of 4-6 persons, each person selects approximately five students from the kit. Assuming you have practiced miscue analysis- examine the diagnostic information for your five students. Write a diagnostic summary for each child based on diagnostic information. Compare your diagnosis on Reading Summary Sheet with the completed Reading Summary Sheet for each student. Then plan at least one strategy lesson and one whole language lesson for each of the five students. Meet with the other members of the group to discuss your diagnosis and instructional planning. As a group your purpose might be to organize

the whole class into instructional groups based on different criteria. For example, the group could organize the children on the basis of similar interests for interests groups; research topics for research groups, strategy (skill) groups on basis of similar strengths/weaknesses indicated by miscue analysis.

Each member of the group can design a classroom orgainization based on information about individual children and the whole class. Design the use of space, time, materials and grouping patterns for a week.

Use of Self- Practice Materials:

The Self-Practice Materials provide an opportunity to self-evaluate your diagnosis and remediation with corrected answer keys.

5. Procedures for the Reading Miscue Inventory

I. Procedure:

A. Select a passage for the student to read orally.

1. Passage should be interesting to the student
2. Passage must be new to the student
3. Passage must be difficult enough to produce 25 miscues

B. Student read selection orally and teacher records the reading on tape.

1. Teacher is to offer no assistance during reading
2. Student should be told there is no help on this reading

C. While student reads, the teacher marks the miscues on the manuscript copy of the selection.

1. insertions marked above printed line and indicated with ^
2. Omissions are circled
3. Substitutions are written above correct word
4. Reversals are marked with a ~ by the parts reversed
5. Corrections are underlined and a (c) is put above the line
6. Corrections attempted but not made are underlined and a (uc) is put above the line.

D. When reading is finished, teacher requests student to retell the story.

1. tape the retelling
2. Teacher may ask general questions to encourage the retelling but do not offer any information the student has not yet stated.
3. points are given for the retelling

   Character analysis: recall 15 pts development 15 pts

   Events: 30 pts.

   Plot: 20 pts.

   Theme: 20 pts.
4. prepare a retelling outline and check things off as the student retells them - tally points later

E. After taping is done - replay and check that all the miscues are marked and score the retelling.

II. Use Reading Miscue Inventory Coding Sheet

A. List 25 miscues on the sheet

1. write what the reader said
2. write what the text said
3. for omissions leave the student miscue empty,and write just the text
4. for insertions, write what the student said and leave the text empty

B. Ask these nine questions of each miscue and record answers on the Coding Sheet - Y=yes, P=partially yes, N= no

1. Dialect: Is the dialect variation involved in the miscue?
2. Intonation: Is a shift in intonation involved in the miscue?
3. Graphic Similarity: How much does the miscue look like what was expected?
4. Sound Similarity: How much does the miscue sound like what was expected?

5. Grammatical Function: Is the grammatical function of the miscue the same as the grammatical function of the word in the text?

6. Correction: Is the miscue corrected?

7. Grammatical Acceptability: Does the miscue occur in a structure which is grammatically acceptable?

8. Semantic Acceptability: Does the miscue occur in a structure which is semantically acceptable?

9. Meaning Change: Does the miscue result in a change of meaning?

C. Mark the appropriate box for comprehension according to the answers to questions 6,8,and 9.

1. patterns of answers that cause no loss of comprehension

Y-Y-N Y-P-Y N-Y-N Y-P-N N-N-N Y-N-P

Y-P-P Y-N-Y N-P-N Y-N-N Y-Y-P Y-Y-Y

2. patterns of answers which cause partial loss of comprehension

N-P-P N-Y-P P-Y-N P-Y-Y N-Y-Y

P-N-P P-P-P P-Y-P P-P-N P-N-N

3. patterns which cause loss of comprehension

N-N-P N-N-Y P-N-Y P-P-Y

D. Mark the appropriate box for grammatical relationships according to the answers to questions 6,7,and 8

1. patterns that show strength

Y-N-N Y-P-N Y-Y-N Y-P-P Y-Y-P N-Y-Y

2. patterns that show partial strength

N-Y-N N-Y-P P-Y-N P-Y-P

3. patterns that show weakness

N-N-N N-P-N N-P-P P-N-N P-P-N P-P-P

4. patterns that show overcorrections

Y-Y-Y P-Y-Y

K. Tally all the responses to questions 3,4,5 and patterns of comprehension and patterns of grammatical relationships

1. write a total at the bottom of each column
2. compute a percentage for each column using 25 as the total of the miscues

III. Use the Reading Miscue Inventory Reader Profile

A. Fill in the comprehension bar

1. use percentage in the no loss column first and stripe that section mark end of no loss with a bold line and write in percentage.
2. use partial loss percentage, add it to end of no loss figure, and shade in that section of the graph - mark end of section with a bold line and write percentage on it
3. remainder of graph is loss - mark all sections telling what they measure.

B. Fill in bar graphs for graphic, sound, function, and grammatical relationships using the percentage at the bottom of each column on the Coding Sheet

C. List all repeated miscues in section below bar graphs

1. write frequency of miscues
2. write frequency of word appeared in text
3. write the number of corrections that were made

D. Write the retelling score under the comprehension pattern bar graph

E. Mark the readers use of reading strategies using the chart as a guideline.

COMPREHENSION PATTERN	NO LOSS	PARTIAL LOSS	LOSS	RETELLING SCORE
1. Highly effective	60-100%	0-40%	0-20%	50-100pts
2. Moderately Effective	40-79%	0-60%	0-40%	40-80pts
3. Some effective	15-45%	0-85%	20-70%	20-60pts
4. Ineffective	0-14%	0-100%	0-100%	0-25pts

* Miscues Procedures from Goodman, Yetta and Burke,Carolyn. Reading Miscue Analysis: Manual of Directions and Procedures. MacMillan;1972.

IV. Develop reading strategies lessons and whole language lessons to help the students remediate difficulties.

A. Use RMI manual by Yetta Goodman and Carolyn Burke for specific strategy lessons.

B. Use Reading Strategies : Focus on Comprehension by Yetta Goodman and Carolyn Burke for specific strategy lessons.

C. Use Language Instruction From Theoretical Abstraction to Classroom Application by Crafton,L.K., Hill,M.W., House,A.L., and Kucers,S.B. for strategy lessons and whole language lessons.

D. Use Children's Literature : Activities and Ideas ,edited by Rhodes, Lynn,K. for whole language lessons.

E. Use Whole Language Activities , edited by Newman, Judith M. for whole language lessons.

6. Diagnostic Procedures

You need to be familiar with the purpose of the Reading Miscue Inventory (see Whole Language Reading Theory and Application), the marking system used to identify a reader's miscues when reading a story, retelling scoring procedures, how to code miscues on the Coding Sheet, and how to complete the Profile Form.

To interpret a child's reading performance related to miscues and retelling you should look for patterns of reading behavior. The column percentages of the Coding Sheet and bar graphs on the Profile Sheet will indicate tentative strengths and weaknesses the reader has in applying graphophonemic, syntactic, and semantic cues during reading. The repeated miscues section on the Profile Sheet will give specific information about the reader's use of graphophonemic needs.

You should look for evidence in the miscues whether the reader is over-emphasizing the use of phonics to unlock print at the expense of meaning. If a reader produces many nonsense words and/or makes multiple unsuccessful attempts on words, it could indicate an overreliance on graphophonic cues. If at the same time the miscues show high percentage of loss of meaning and weakness in grammatical acceptability (syntax), plus a low retelling score, this could indicate an inappropriate use of one cueing system or graphophonemic cues.

You need to examine how effectively the reader is making use of syntax and semantics. If there is a pattern of miscues that sound like language (grammatical acceptability) and the miscue makes sense (semantic acceptability) and do not change the meaning, the reader is making good use of language and and meaning cues. This may be reflected in a high retelling score. However, if a reader has pattern of miscues that frequently distorts the syntax (does not sound like language) and do not make sense (semantically unacceptable) and are not corrected; this may indicate the reader is not using syntactic and semantic cues. If the retelling score is low, this may confirm the reader's lack of use of semantic and syntactic cues and self-correcting strategies.

The retelling transcription and retelling score needs to be examined carefully. The only reason for reading is to decode the author's meaning. The retelling score should be examined in relation to other information on the Profile Sheet. Weaknesses in one or more language cues and strategies may be contributing to low comprehension as reflected in the retelling score.

You should then draw conclusions about:

1) the child's ability to understand reading materials i.e., retelling score and comprehending pattern;
2) the strategies and language cues the reader is using or not using to construct meaning.

This information should be recorded on the Reading Summary Sheet.

On the Reading Summary Sheet write your assessment of the child's strengths and weaknesses. Give evidence with examples from the story and Profile Sheet to substantiate your assessment. Identify instructional priorities based on your analysis of the child's reading performance. This will involve selecting and planning reading strategy lessons to focus on specific instructional needs.

After you have studied and identified the child's interests, attitudes, background experiences and concept of reading in the individual folder, indicate what materials you would select for this child and apply for strategy lessons and whole language lessons.

You may follow these diagnostic procedures individually with one or more children in the classroom or with others in a group to organize instruction. Discuss your conclusions and recommendations with other participants.

Also, you may choose to practice using the self-practice materials which includes: listening to the oral retelling/reading of the reader on the audio tape and marking miscues and scoring the retelling. Then compare your practice with the corrected copy. Also, code the miscues on the CodingSheet and complete the Profile Sheet. Then compare your practice with the corrected Coding and Profile Sheets.

The next section in the handbook gives suggestions for instructional or remediation procedures including examples of reading strategy lessons and whole language lessons.

7. Instructional Procedures

The next step in the diagnostic/remediation procedure is to plan reading strategy lessons and whole language lessons related to your diagnosis. The Reading Summary Sheet you completed should provide the basis for your planning instruction.

We will give a rationale for a whole language model as the basis for instructional planning, make a distinction between reading strategy lessons (instruction) and whole language lessons (extending and expanding language), provide a lesson format and give several examples of strategy and whole language lessons related to specific needs and interests of readers.

Rationale:

First, reading instruction should integrate all skills or language cues and highlight specific skills/cues in a whole connected context. Isolating and drilling on separate skills apart from the context is counter-productive to learning. Keeping language intact enables a reader to use his language strengths to develop weaknesses. The main goal of reading instruction is constructing meaning.

Children need many opportunities to practice reading for different purposes using different materials. Reading materials should frequently be related to interests and experiences. Interests and tastes in reading should be expanded to other topics. Whole language lessons need to capitalize on children's interests and experiences.

Reading Strategy Lessons and Whole Language Lessons:

The distinction between reading strategy lessons and whole language lessons is that strategy lessons are interventions by the teacher to develop diagnosed needs. Whole language lessons, although planned by the teacher, involve more"natural" reading situations and materials Whole language lessons usually involve "real" reading and writing activities. "Natural" and "real" reading and writing are defined as learning through many experiences of reading and writing for individual and teacher purposes.

Lesson Format:

A lesson format to use for strategy lessons and whole language lessons is as follows:

Purpose:

1. Lesson objectives related to linguistic cues, strategies which is the focus of the strategy lesson.

2. Type of whole language approach.

3. Specific comprehension strategy, i.e.enjoyment, information.

Initiating:

1. Motivation

2. Relate pupil experiences to material

3. Develop concepts

4. Relate to pupil interests and/or expand interests

Interacting:

1. Discuss content, strategy, linguistic cues of the lesson

2. Give directions

Applying:

1. Student applies linguistic cues, strategies related to lesson purposes, i.e., orally,written, reading

Expanding:

1. Provide other materials

2. Extend to listening, reading, writing, art , dramatics,etc.

Evaluate:

1. How you will evaluate pupil's effort related to lesson's purpose/ activities

2. Keep written record of results based on pupil's oral responses/ written responses, participation, interests, attitudes.

Example of Reading Strategy and Whole Language Lessons:

Reading Strategy Lessons:

1. Graphophonic Cues (See three lessons on following pages)

Predicting-Confirming Strategies

Graphophonic Cues

Purpose: To develop use of graphophonic cues while learning consonant t sound, and tr blend.

Introduction: Lead a discussion about twins. Tell children that in the story they will read now, words have been left out. They are to try to fill in the blanks with the correct words. All the missing words begin with the consonant T.

Interacting: Present copies of the story to children. After they have completed work, have them read stories to class and decide if they have used acceptable words in the blanks.

Expanding: Play: I am going to Boston and I am taking a t_____. Child must repeat all words before and add a new t word.

Evaluation: As children are working, observe who needs more help in t words and check to see if they understand that more cues are given if they finish reading sentences, or even go to following sentence.

Gina and Tina are twins.

They like to play with their t_____.

One of their favorite toys is a doll named Tammy.

T_____ is a t_____ doll and the girls t_____ good care of her.

T_____ can walk and t_____.

Gina and Tina have a t_____ for Tammy's clothes.

The girls have a t_____ also.

They t_____ Tammy for a ride on the t_____. Gina and T_____ enjoy T_____ so much that it is a real t_____ to watch them play with her.

Answer Key:

toys	take	tricycle
Tammy	town	Tina
talking (talk)	trunk	Tammy
take	tricycle	thrill (treat)
Tammy	take	
talk		

Purpose: To develop reader's graphic cues with predicting and correcting strategies. To develop discriminations between sh,ch, and th.

Introduction: Tell students to listen to the story on tape once all the way through. When they have finished listening , have them read the worksheet/transcript of the story along with the tape. Tell them to be aware of words with the sh,ch and th letter sounds.

Interacting: Each student can listen to the tape alone, in pairs, or with a group of other students.

Expanding: Have students write their own stories using words that contain the sh,ch and th sounds.

Evaluating: Collect the papers and grade.

Story Transcript

Shane the Shepherd

There once was a young shepherd named Shane. Shane was a shepherd who watched over a herd of sheep. This was a job he enjoyed; it wasn't even a chore to get up in the morning and go back to work. Shane loved being a shepherd.

Shane had many good chances to do some thinking while he worked. During these times,he thought about his plans for the future. By the time he was thirty years old, he wanted to own his own sheep ranch. That was the life he would choose for himself. He thought of many things that would change and improve the sheep industry. "I wish I could change all those things now," Shane thought. But that was far in the future.

Just then Shane's chain of thought about his sheep ranch was interrupted by the bleating of his sheep. It was chow time, and both he and the sheep were hungry. They walked through the evening shadows back to the barn. Another day nearer his dream.

Reading Experience - Lesson Plan

Purpose: To develop graphic discrimination between through and thought, by focusing on the use of through in a story.

Introduction: Tell the child that this is a story about a little boy named Joe. Read the story and see if you can figure out what word is missing.

Interacting: When the child is finished he could read the story orally.

Expanding: Ask the child to write a story or several sentences using the word through at least three times.

Diagnosis and Evaluation: Have the child read a short story containing the words through and thought to see if he has learned the graphic discrimination.

Joe walked _____ the door, down the sidewalk and _____ the gate. He was going for a walk _____ the woods. As he walked _____ the bushes and the trees he saw a little deer. When the deer saw Joe it ran off _____ the woods. As Joe walked on _____ the woods he saw many more little animals running _____ the grass. Finally it was time for Joe to go home. When he got home, he walked _____ the door saying to his Mother, "I just had a nice walk _____ the woods."

2. Syntactic cues (See following lessons)

Purpose: Predicting: Grammatical Function: Words as Nouns

Introduction: This is a story about Scott. I have left out some words in the story. See if you can be a detective and discover the words that belong in the blanks.

Interacting: Present copies or use the overhead and work together. (See story)

Expanding: Do you think Scott had a good idea? What would you do? Write possible solutions on the board to be read.

Evaluation: Observe who needs further help in this type of activity.

Scott came out of the house and locked the _____ behind him. This was the first time his mother let him have a house key.

Scott's mother had gone to the airport to pick up his _____ who was coming for a visit. She would be away for more than two hours.

Scott was afraid he might lose the _____. He knew that he would have to keep it in a safe _____.

"If I put it in my shirt _____, it might fall out when I play with the _____," Scott thought. "And I have a _____in my pants pocket, so that won't do."

"I can put the _____ on a string around my _____," thought Scott. "Then I can't lose it."

Answer Key:

door
grandfather (or relative or friend)
key
place

pocket
boys
hole
key
neck

Predicting Syntax: Nouns

Purpose: To develop comprehension through the use of prediction.

Introduction: We will read a story together. The story tells about something most boys and girls like.

Interacting: Use overhead projector. Reveal one sentence at a time. Write guesses on board each time. Cross out ones that won't fit as you go on. The word is cookies.

Expanding: Let the children draw, color, and cut out their favorite kind of cookie. Have a cookie jar display. Put names of cookies near them or on them. Have children bring in their favorite cookie recipe and see if they can read it.

Evaluation: Observe children as they try to"guess" answer. Give more help in this area to children who show the need for it.

I like to eat _____.

They are so good.

They are sweet.

_____ come in all shapes and sizes.

My mother likes to bake _____.

But sometimes we buy them in the store.

At Christmas time we make sugar _____ and decorate them.

I like chocolate chip_____ the best.

Some people call me a _____ monster.

3. Semantic Cues (see following lessons)

Predicting Meaning Using Cloze Type Procedures

Purpose: To help readers use all they know: context, semantic, syntactic, prediction cues.

Introduction: The teacher has selected (or written) a paragraph eliminating approximately every fifth word, and replaces the word with a blank line.

Procedure: The reader predicts possible words as he progresses through the reading selection. The teacher should encourage discussion of the predicted words.

Example:

Once there was a little duck named Debbie. Every day Debbie and her mother went to the pond. Debbie's mother would swim in the _____. Debbie would sit on the warm _____. One day Debbie's _____ said, "Debbie I want to teach you how to _____."

"Oh no," said Debbie, "I'm _____ to swim, and the water is too _____."

Debbie would not climb into the _____. One day Debbie's mother called, "Look out, Debbie. I see a big cat." Debbie turned and saw the _____. It was not a little kitten, it was a _____ cat. Debbie ran fast and jumped right into the _____. Debbie _____ to her mother, and didn't splash at all. Debbie was not _____ of water anymore. She enjoyed _____ with her mother every day.

Evaluation: Listen to the child's predictions. Are they syntactically and semantically acceptable? Continue with other stories until the child seems to be able to get the meaning.

Real Words vs. Non Words

Purpose: To help the reader concentrate on meaning in a story context.
To check his use of semantics and syntax to predict.

Introduction: The teacher has prepared an interesting passage containing a significant non-word, which is repeated several times. She introduces it to the children.

Procedure: The children predict an appropriate word to replace the nonword.

Example:

It was a very pretty day for a nempem. The children were very happy when mom and dad told them to get ready for the nempem. They put on their shorts and t-shirts and put their frisbee in their car. Then they helped mom pack the nempem basket. They took ham sandwiches, potato salad , pickles, and lots of other good nempem foods. It was a wonderful day, and the whole family enjoyed the nempem.

(picnic)

Evaluation: Observe children's responses to see if they make sense.

Kittens and More Kittens

Purpose: To enjoy a story. To develop comprehension through the use of context cues and prediction.

Syntactic and Semantics.

Introduction: We will read a story together, entitled Kittens and More Kittens . The story is about a little girl's desire to have a kitten, and then her predicament as she has a houseful of them.

Interacting: After the story has been read and discussed, use the overhead projector , with the following on the transparencies.

This is a little story about a _____.

The _____ is very tiny and very soft.

The _____ likes to drink milk.

The _____ is learning to say "Meow".

I love the little _____.

Reveal one sentence at a time, until you get to the end.

Reread the story allowing the children to fill in the word kitten at each blank. Allow individuals to read the story to the class.

Expanding: Role play the story. Draw a picture of your house as it would look full of cats.

Evaluation: Observe children as they try to predict answers. Give more help in this area to children who need it.

Predicting-Syntactic and Semantic Cues

Purpose: To associate oral and written language. To use context cues.

Introduction: Tell pupils that they are going to help tell a story by saying a word each time you pause. Read the story, pausing when you come to a blank. When a child suggests a word, write it on the chalkboard for pupils to read.

Expanding: The children will draw a picture to illustrate their favorite part of the story. Some children may enjoy trying to read the story by themselves.

Evaluation: Observe children's ability to make predictions.

One day Anna and Janet decided to have a picnic in the _____. They fixed cheese _____ and got some _____ to drink. The girls put a _____ on the ground and poured the cold drink into _____. Just then they heard a buzzing noise. It sounded like a _____.

"If we sit very _____, it may go away," said Anna.

Sure enough, it soon _____ away. The girls went on _____. A little later a butterfly landed on Anna's _____.

"Don't move," said Janet, "It'll go away."

Sure enough the butterfly flew up onto a branch on a _____. The girls continued to enjoy their _____. Suddenly the girls heard a loud _____.

"What's that?" asked Anna.

"Oh dear," said Janet. "Here comes my _____ brother."

William came over to the girls. He was yelling at the top of his _____.

"Oh boy!" he _____. "I want to have a picnic too."

"I guess this is the end of our quiet picnic," said Janet. "This is one noisy visitor who won't go_____."

Purpose: To read for fun!To stimulate critical reading and the manipulation of language through the use of riddles.

Introduction: Write one riddle a day on the chalkboard for reading practices.

Interacting: What has ears but can't hear? (Corn)

What has skin but can't feel? (A potato)

What has an eye but can't see? (A needle)

What has hands but can't draw a picture? (A clock)

What has a tongue but can't taste? (A shoe)

What has a trunk but can't pack it to go on a trip? (A tree)

What has keys but can't unlock a door? (a piano)

What goes up when the rain comes down? (An umbrella)

What comes to the door but can't come in?(steps)

What has four legs but can't run? (A table)

Name one dog that doesn't bark? (a hotdog)

Expanding: Encourage children to write riddles. They would enjoy animating a riddle.

4. Whole Language Lessons: (see following lessons)

Purpose: To promote enjoyment of reading while developing rhyming skills using predicting strategies. Use assisted reading.

Initiating: Have children listen to the tape and follow the book of "Fire! Fire!" by Bill Martin,Jr. Tell the children they are to be detectives and listen for the rhyming words. Have tape recorder and listening posts and overhead projector close at hand and ready for use.

Interacting: After listening to the story and enjoying the Echoic method that Bill Martin does so well, a transparency is shown to help those who have not discovered the rhyming pattern.

Applying: Children may be given paper to copy rhyming word pairs from the overhead. They may enjoy adding some rhyming word pairs of their own. It would be fun to work in pairs or couples for this time.

Extending: Write a story using the predictable language patterns.

Evaluation: When the time is up, have the children come in couples and read their words aloud. Collect papers for future strategy lessons. Give each child a special word to rhyme. Check written stories using predictable language patterns.

Purpose: Pupils will understand the association between oral and written language. They will learn that sequence is important to get where they want to go. A language experience approach.

Initiating: We will plan a walking trip to the Public Library. We will discuss the time we will leave and the place to meet. The group of six children will be informed that the Librarian will take them for a tour of the Library, will be a puppet show for them and show them a film. The children will be able to choose two books each to take with them to read.

Interacting: Let each child dictate his favorite part of the trip, the journey, the books, the puppet show or the film. I will write it for them on the paper that has room for them to illustrate it.

Applying: Each child can read his version to the class.

Expanding: Some children may wish to draw a map of the route they took to school.

Evaluating: Observe individual children to see how they made sense of what happened, how they were able to relate what happened and if they could read what they had dictated to me.

Materials:
1. Paper
2. Pencils
3. Crayons

Purpose: To build up language models; to help children relate to the world around them by responding to book language by using images and emotions from their past experiences, and to bring a special range of pleasure that can be obtained in no other way. Use read aloud method.

Plan: To read aloud The Longest Journey in the World, By William Morris.

For: Group of six children, second grade.

Where: Quiet, relaxing place that is free from distraction.

Initiating: "Have any of you gone on a long journey?" After listening and capitalizing on some of their experiences I would say, "We are going to read about a little caterpillar who thought he went on a long journey."

One morning as the sun came up, a little caterpillar said to himself, "I am going on a long journey."

He crawled and he crawled and he crawled. He crawled over a high mountain (pictured as a football).

He crawled into a deep valley (baseball mitt). He crawled around a huge castle (plant pot upside down).

He crawled up a high wall (shovel). He crawled across a wide river (hose). He crawled past a sleeping dragon (a stuffed dog).

And so on until finally as the sun went down he crawled up a tall Chinaberry tree to look back. "I am truly amazed," he said to himself, "this is the longest journey in the world."

Interaction: Lively discussion of humorous concepts such as the comparison of the football to a mountain and a stuffed animal to a dragon. Let the children take turns in reading the book to themselves or to others.

Applying/Extending: The children would draw pictures and write or dictate a comparable story.

Evaluation: Observe how the children caught on to new concepts. Did what they read make sense to them?

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